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ABSTRACT

The Certificates in General Education for Adults (CGEA) provide a range of educational opportunities for Australian adults who have not completed secondary education to improve their literacy, numeracy, and general education skills. The CGEA was first accredited in 1992 and is currently accredited for January 2002-December 2006. The CGEA is premised on the understanding that effective literacy and numeracy skills development occurs within the following social contexts: family and social life; workplace and institutional settings; education and training contexts; and community and civic life. The CGEA reflects current thinking on adult learning and aims to provide adult learners with the following things: (1) an accredited general education course; (2) skill development in reading, writing, and numeracy; (3) skill development in various areas to meet personal needs and facilitate participation in the community, workplace, and/or further education and training; and (4) pathways to further education and training. There are no formal entry requirements for learners wishing to undertake the CGEA. The CGEA is a framework curriculum, consisting of core and elective modules, from which four certificates can be offered. Teachers of the CGEA should meet the competency requirements set by the Australian Qualifications Training Framework. Teaching practices and assessment methods should take the diversity of CGEA learners into account. (MN)

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ARIS Information Sheet

March 2002

The Certificates in General Education for Adults-CGEA (2002-2006)

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The Certificates in General Education for Adults – CGEA (2002–2006)

The Certificates in General Education for Adults (CGEA) provides a range of educational opportunities for adults wishing to prepare for further study, improve their employment status and enhance their participation in the community.

The CGEA allows adults (15+) who have not completed secondary education to improve their literacy, numeracy and general education skills. They have the flexibility to be used with a broad range of learners.

Reaccreditation of the CGEA

The CGEA was first accredited in 1992. It was reaccredited in 1996 and again in 2001. The current CGEA is accredited for the period of January 2002 to December 2006.

Underlying philosophy

The CGEA is premised on the understanding that effective literacy and numeracy skills development occurs within social contexts. The CGEA recognises that the application of literacy and numeracy skills cannot be separated from social context.

Four of the social contexts in which we function in Australian society are:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life.

The CGEA reflects current thinking on adult learning. It focuses on a broadened definition that includes the principles of lifelong learning described by Delors, (1996) *Learning the treasure within*, (Report to UNSECO of the International Commission on Education for the Twenty-first Century). These principles are reflected in the Adult, Community and Further Education (ACFE) *Transforming Lives, Transforming Communities A Conceptual Framework for Further Education* (Second Edition) (Bradshaw 1999).

Aims of the CGEA

The CGEA aims to provide learners with:

- an accredited general education course at AQF Levels 1, 2 and 3.
- skill development in reading, writing and numeracy
- skill development in a variety of areas to meet personal needs and facilitate participation in the community, workplace and/or further education and training. This will be implemented through elective modules either from:
  - CGEA Elective Modules (Oral Communication and General Curriculum Options)

  or
  - modules from other accredited curricula or units of competency from Training Packages
- pathways to further education and training.

Who can study the CGEA?

There are no formal entry requirements for a learner wishing to undertake the Certificates in General Education for Adults.

Placement at a specified level should be based on learners' current skills. However for entry to Certificate I level of the CGEA, learners would be expected to have competence in oral English language at level 1 of the National Reporting System and be reasonably expected to complete the module within the recommended hours.

Credentials

The Certificates in General Education for Adults is a framework curriculum from which four certificates can be offered:

Course Code	Course Title	Nominal hours
21249 VIC	Certificate I in General Education for Adults (Introductory)	360 hours
21250 VIC	Certificate I in General Education for Adults	360 hours
21251 VIC	Certificate II in General Education for Adults	280 hours
21252 VIC	Certificate III in General Education for Adults	260 hours

Students may also receive a Statement of Attainment for each module in which competence has been demonstrated.

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Structure of the CGEA

The core modules, Reading and Writing and Numeracy and Mathematics, and the elective modules Oral Communication and General Curriculum Options integrate:

- knowledge about the content/subject matter
- literacy, language and/or numeracy
- learning to learn.

Core Modules

At Certificate I (Introductory), Certificate I and II levels the following modules are core:

- Reading and Writing
- Numeracy and Mathematics.

At Certificate III level learners need to show competence in either the Reading and Writing or Numeracy and Mathematics modules as the core.

Elective Modules

Electives may be selected from:

- Oral communication
- General Curriculum Options
- Modules from other accredited curriculum at the appropriate Certificate level
- Units of Competency from Training Packages at the appropriate Certificate level.

At Certificate III of the CGEA learners may select Reading and Writing III or Numeracy and Mathematics III as an elective module if it has not been done as a core.

Credential	Core Modules	Elective Modules
Certificate I in General Education for Adults (Introductory) 360 hours	• Reading and Writing - Introductory - 100 hrs and • Numeracy and Mathematics - Introductory - 100 hrs	Select from modules and units of competency to at least 160 hours: Oral Communication (Introductory) - 80 hrs General Curriculum Options (Introductory) - 80 hrs Modules from other Certificate I curricula Units of Competency from Training Packages at Certificate I level.
Certificate I in General Education for Adults 360 hours	• Reading and Writing I - 100 hrs and • Numeracy and Mathematics I - 100 hrs	Select from modules and units of competency to at least 160 hours: Oral Communication I - 80 hrs General Curriculum Options I - 80 hrs Modules from other Certificate I curricula Units of Competency from Training Packages at Certificate I level.
Certificate II in General Education for Adults 280 hours	• Reading and Writing II - 100 hrs and • Numeracy and Mathematics II - 100 hrs	Select from modules and units of competency to at least 80 hours: Oral communication II - 80 hrs General Curriculum Options II - 80 hrs Modules from other Certificate II curricula Units of Competency from Training Packages at Certificate II level.
Certificate III in General Education for Adults* 260 hours	• Reading and Writing III - 100 hrs or • Numeracy and Mathematics III - 100 hrs	Select from modules and units of competency to at east 160 hours: Reading and Writing III - 100 hrs Numeracy and Mathematics III - 100 hrs Oral communication III - 80 hrs General Curriculum Options III - 80 hrs Modules from other Certificate III curricula Units of Competency from Training Packages at Certificate III level.

**At this level students must also show competence at Certificate II level in the core module they are not undertaking at Certificate III level. For example, if a student chooses Numeracy and Maths at Certificate III, then they must show competence in Reading and Writing at Certificate II level.*

Responsibility of RTO in delivery of electives

Providers must ensure that the modules from other accredited curriculum or Units of Competency from Training Packages, delivered as part of the CGEA, are:

- on the RTO's (provider's) scope of registration
- that pre-requisites and co-requisites of module and units of competency as specified in the curriculum documentation or Training Package are adhered to
- that assessment methods, practices and contexts as specified in the curriculum documentation or Training Package are followed.

Inclusion in the CGEA of modules from other courses and units of competency will facilitate flexibility in course development and design, encourage providers to make choices relevant to learner needs and enhance pathways. Making a wide choice of modules available embraces the principles of Multiplicity, Connectedness, Critical Intelligence and Transformation in the Conceptual Framework for Further Education (Bradshaw 1999)

The table on the facing page shows the core and elective modules and the nominal hours at each Certificate level.

What might a CGEA program look like?

Example 1

A program for a young English speaking background learner (17 years of age) who is interested in doing a VET computer course in the future. The learner is undertaking Certificate II in General Education for Adults.

They would need to undertake the core modules:

- Reading and Writing I - 100 hours
- Numeracy and Mathematics I - 100 hours.

The learner's program would also be made up of elective modules to at least 80 hours. These could be:

- Operate computer hardware (unit of competence from Certificate II in Information Technology) - 20 hours
- Operate computing packages (unit of competence from Certificate II in Information Technology) - 60 hours.

This would enable the learner to gain computers skills while developing their literacy and numeracy skills.

Example 2

A program for a non-English speaking background learner, unsure of what career path to take and undertaking Certificate I in General Education for Adults.

They would need to undertake the core modules:

- Reading and Writing I - 100 hours
- Numeracy and Mathematics I - 100 hours.

The learner's program would also be made up of elective modules to at least 160 hours. These could be:

- Oral Communication (from the Certificates in English Language Literacies) - 40 hours
- Where are you goin'? Career Pathways (from Certificate I in Koorie Education) - 40 hours
- General Curriculum Options I with a focus on computers - 80 hours.

This would enable the learner to gain computers skills while developing their literacy and numeracy skills.

Who can deliver the CGEA?

The competency requirements for qualifications set by the Australian Qualifications Training Framework should be met by teachers of the CGEA.

Those delivering the Reading and Writing, Numeracy and Maths and Oral Communication modules should have teaching qualifications with specialist skills in:

- literacy and/or numeracy
- adult education.

The General Curriculum Options (GCO) modules may be taught by qualified teachers or trainers with adult education experience and knowledge in the specific subject area being delivered. For example, if music were the content for a module, teacher/trainers for this module would be expected to have the appropriate expertise.

Teachers/trainers delivering modules from other accredited curriculum or units of competence from Training Packages should meet the requirements of the curriculum or Training Package.

All teachers should have access to professional development to ensure a thorough knowledge of the Certificates and of related teaching methodology.

Teaching practices

Teaching practices should take into account the diversity of learners - their age, cultural and social backgrounds, gender, educational background, physical ability, learning styles and preferences.

Learning experiences should reach beyond the classroom.

Learning activities should allow for the integration of learning outcomes - across streams and within.

Learning activities should allow students to work across levels.

Assessment

A range of assessment methods should be used to enable learners to demonstrate competence.

Assessment methods must be fair, reliable, valid and flexible.

Where possible, assessment tasks should integrate learning

outcomes - across streams or within streams. This enables assessment to be more easily integrated into learning activities and reflects the integrated nature of literacy and numeracy.

Assessment of modules from other accredited curriculum or units of competence from Training Packages should be in accordance with the requirements of the curriculum or Training Package.

Moderation

Teachers delivering the Reading and Writing, Numeracy and Maths, Oral Communication and General Curriculum Options modules should moderate at least twice a year with other teachers delivering the same stream.

Resourcing

Most resources (flexible delivery materials, books CD's online activities) that were developed specifically for use with the previous versions of the CGEA will still be useful. Users will need to be aware of the differences in the organisational features of the 'old' and 'new' CGEA to avoid confusion.

References:

Bradshaw 1999 *Transforming Lives Transforming Communities: the conceptual Framework for Further Education* ACFE Melbourne

Delors 1996 *Learning the treasure within: Report to UNESCO of the International Commission on Education for the Twenty-first Century* UNESCO

CGEA elective options

Accredited Further Education Curriculum

Here are some of the ACFE Accredited Further Education Curriculum (certificate and short courses) that can be used (or parts thereof) as elective module options within the CGEA. This is not a definitive list. For more information refer to the ACFE website at www.acfe.vic.gov.au

Course Code	Title	Expiry date	Available from
2881VIC	Certificate I in Koorie Education (Coorong Tongala)	31/12/2002	ARIS
12882VIC	Course in Introduction to Bookkeeping Concepts for Financial Management	31/12/2002	ARIS
14793VIC	Course in Music Access	31/12/2003	ARIS
14794VIC	Course in Family Literacy	31/12/2003	ARIS
14795VIC	Course in Women's Access	31/12/2003	ARIS
14797VIC	Course in Further Education Art Studies (Artways)	31/12/2003	ARIS
2012AAC	Course in Developing Skills for Re-entry to the Workforce	31/12/2001	ARIS
21032VIC	Course in Introduction to Psychology - Return to Study	31/12/2004	ARIS
2003AAC	Course in Creative Writing	31/12/2002	ARIS
20097VIC	Course in Introduction to Cross Cultural Communication	31/12/2004	ARIS
13135VIC	Course in Employment and Living Skills	30/06/2003	ARIS
21046VIC	Certificate I in English Language Literacies (Foundation)	30/06/2004	ARIS
14802VIC	Course in Online Literacy	31/12/2002	AMES

Information regarding Training Packages and Training Package modules can be found on the National Training Information Service at: www.ntis.gov.au

How to access ARIS resources

ARIS, Language Australia houses a specialist collection of resources and journal articles on adult literacy, language and numeracy. All resources and readings listed in this sheet are held in the ARIS collection.

You can access the resources by visiting ARIS, Language Australia at:

Level 4,
51 Queen Street,
Melbourne 3000.
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GPO Box 372F,
Melbourne Vic 3001.
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Email: aris@la.ames.vic.edu.au
Internet: http://www.languageaustralia.com.au